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Critical questions for open educational practices

★ [Distance Education 41 \(2\) 2020 \(Special Issue\)](#)

★ [ODLAA launch webinar \(15/16 June - recording\)](#)

Moderator: Som Naidu **Guest editors:** Suzan Koseoglu, Aras Bozkurt and Leo Havemann
Contributing authors: Taskeen Adam / Shironica Karunanayaka & Som Naidu / Evrim Baran & Dana AlZoubi / Marcelo Maina, Gema Santos, Federica Mancini & Lourdes Guàrdia / Kyungmee Lee / Remi Kalir / Helene Pulker & Agnes Kukulska-Hulme / Conchúr MacLochlainn, Mairéad Nic Giolla Mhichíl, Elaine Beirne & Mark Brown / Beck Pitt, Katy Jordan, Beatriz de los Arcos, Robert Farrow & Martin Weller / Benjamin Croft & Monica Brown

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Special Issue: Going Forward with Open Educational Practices
Guest Editors: Suzan Koseoglu, Aras Bozkurt and Leo Havemann

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SPECIAL ISSUE
Going Forward with Open Educational Practices

GUEST EDITORS
Suzan Koseoglu, Aras Bozkurt and Leo Havemann



Routledge

odlaa

Webinar agenda

1 Welcome and opening remarks

- ★ From Som Naidu, Editor of Distance Education (moderator)

2 A quick introduction from the guest editors

- ★ Why OEP and why criticality overview (Suzan Koseoglu)
- ★ Historical views and unwitting OEP (Aras Bozkurt)
- ★ Conceptual usefulness of OEP as a critical lens (Leo Havemann)

3 Author presentations

Critical Questions for Open Educational Practices

Suzan Koseoglu, Aras Bozkurt and Leo Havemann

Goldsmiths, University of London, Anadolu University, University College London / Open University

@SuzanKoseoglu @arasbozkurt @leohavemann

★ *“What exactly makes a practice open or closed remains an open question; its answers multiple and provisional.”*

Critical Questions for Open Educational Practices

- ★ How can OEP make a difference?
- ★ How could open practices contribute to equality, equity in online, blended and traditional on-campus learning?
- ★ *When we start asking critical questions, we end up with more critical questions.*

Open educational practices of MOOC designers: embodiment and epistemic location

Taskeen Adam

Centre of Development Studies, University of Cambridge

taskeenadam@gmail.com, @TaskeenAdam

- ★ *“The study illustrates that MOOC designers create MOOCs that strongly link to who they are, what they value, and how they understand the world, highlighting the crucial need to have epistemically diverse MOOC designers from different cultures, value systems, and epistemologies, that critically reflect on their positionalities and subjectivities.”*

Open educational practices of MOOC designers: embodiment and epistemic location

- ★ The impact of the dominance of predominantly White OEP producers from Europe and North America on the epistemological foundations of open education has seldom been researched.
- ★ I draw on concepts of embodiment from cognitive sciences, decolonial thought, feminist standpoint theory and critical pedagogy.
- ★ Conceptions of openness are analysed through 4 categories: Personal background, academic background, life experiences and political inclinations
- ★ This article shift the thinking of MOOC designers from creators of OER and implementers of OEP to embodiments of openness in themselves.
- ★ MOOC designers from epistemically diverse backgrounds are necessary to counter for the dominance of Western-centric epistemologies in MOOC production. This serves to prevent a “digital epistemicide” in MOOCs.

Ascertaining Impacts of Capacity Building in Open Educational Practices

Shironica P. Karunanayaka & Som Naidu

Faculty of Education, The Open University of Sri Lanka <spkar@ou.ac.lk>

Centre for Flexible Learning, The University of the South Pacific <som.naidu@usp.ac.fj>

- ★ *“The adoption of OEP requires a shift in our perceptions, perspectives, and practices about learning and teaching toward a more participatory, creative, and sharing culture...”*

Ascertaining Impacts of Capacity Building in Open Educational Practices

- ★ Adoption of OEP requires changes in thinking, practices, beliefs and value systems.
- ★ Development of these are achievable through capacity building via sustained engagement in carefully designed learning experiences, which involves people reflecting on authentic issues around the adoption of OEP.
- ★ The impacts of such capacity building are an outcome of a combination of factors involving the practitioners themselves, their contexts, and their mindsets.
- ★ We discuss our approach to shifting the mindsets of practitioners around OEP and ascertaining its impacts on them.

Open educational practices (OEP) in the design of digital competence assessment

Marcelo Maina¹, Gema Santos², Federica Mancini¹, and Lourdes Guàrdia¹

¹*Universitat Oberta de Catalunya, {mmaina, fmancini0, lguardia}@uoc.edu*

²*Universitat de Barcelona, gsantos@ub.edu*

- ★ *“Our study contributes to K-12 OEP by providing a documented bottom-up initiative which promotes teachers’ adoption of collaborative design practices, thus becoming open educators in the process.”*

Open educational practices (OEP) in the design of digital competence assessment

- ★ OEP may foster teacher development through joint actions
- ★ OEP may have an amplifier effect generating further OEP

Sceptical?

We present the implementation of a competence assessment model for Digital Competence in K-12 enabled by OEP.

Applying a Design-based research approach we explore, through the lens of the Open Education Factory framework, teachers' engagement with collaborative processes and network-based tools while developing open practices and the production of OER.

Openness re-examined: teachers' practices with open educational resources in online language teaching

Hélène Pulker & Agnes Kukulska-Hulme, The Open University, UK.

Our study shows that teachers use, adapt, repurpose, re-create wonderful resources that make their teaching much more inclusive, but because they do not share publicly, their new open practices remain invisible.

★ *“Do inclusive, participatory, and diverse educational practices need to be digital to be open?”*

Who opens online education, to whom, and for what?

Kyungmee Lee

Lecturer, Lancaster University, UK, k.lee23@lancaster.ac.uk (@hi_klee)

- ★ *“[T]he stronger the education for “all” rhetoric becomes, the weaker the original focus of distance education on serving the disadvantaged seems to become. In the same vein, while more actors in HE are talking about doing OEP, it is less clear who is actually doing it for the disadvantaged.”*

Who opens online education, to whom, and for what?

1. Who is opening online HE?

★ 1.1 Opening actors and supporting actors



Team Effort

★ 1.2 Universities: multiple agendas and practice

Traditional campus-based universities, open and distance universities, Western universities, and non-profit organizations

Who opens online education, to whom, and for what?

2. For whom is online HE being opened?

★ 2.1 A massive number of unknown beneficiaries



★ 2.2 Disadvantaged learners somewhere out there



Who opens online education, to whom, and for what?

3. For what purpose is online HE being opened?

- ★ Altruistic (openness) vs. strategic (reputation) motives
- ★ Universities under significant competitive **pressure**:
Cost-effective enactment of top-down policies on “widening the participation”
- ★ Altruistic statements and positive potential of OEP cover the strategic motives

Who opens online education, to whom, and for what?

4. Conclusion

#Education for “all”

- ★ Back to Basic
- ★ From Rhetoric to Actual
- ★ From Intentions to Outcomes
- ★ From General to Specific



Support Open Educational Practices Through Open Textbooks

Beck Pitt, Katy Jordan, Bea de los Arcos, Rob Farrow, Martin Weller

@BeckPitt Beck.Pitt@open.ac.uk

The Open University (UK), University of Cambridge & TU Delft

- ★ *“Results reveal fertile ground for open textbook adoption with potential to support a wide range of open educational practices. The findings indicate strategies for supporting pedagogical innovation and student access through the mainstream adoption of open textbooks.”*

The soul behind the screen: understanding cultural enrichment as a motivation of informal MOOC learning

Conchúr Mac Lochlainn, Mairéad Nic Giolla Mhichíl, Elaine Beirne, Mark Brown - *Dublin City University*

- ★ *“Culture, conceived both as a subject of instruction and as a property inherent and embedded in online participation, matters....Enabling the type of practice which is considered desirable, that which encourages diversity and participation, requires accounting for broad differences, and perhaps also harnessing them.”*

The soul behind the screen: understanding cultural enrichment as a motivation of informal MOOC learning

- ★ Minority language speakers and learners in an unusual space - social justice as both representation, and redistribution (Fraser, 1995)
- ★ Learning for cultural, humanistic purposes is often intrinsically enriching, but underexplored
- ★ OEP and MOOCs are potentially-transformative, but discourses of functional utility, monetisation and measurement place pressure on such learning
- ★ Not all learners are equal!
- ★ A need to ask not simply what is being said, but who is being heard...

Social Annotation Enabling Collaboration for Open Learning

Jeremiah (Remi) Kalir, PhD

University of Colorado Denver | @remikalir | remi.kalir@ucdenver.edu

- ★ *“It is unsurprising yet unfortunate to observe that the idea of collaboration, much like the many shades of open, remains a conceptually ambiguous and understudied aspect of open education.”*

Social Annotation Enabling Collaboration for Open Learning

- ★ Are OEP collaborative? Or is collaboration one among many OEP?
- ★ I draw upon theories of collaboration offered by the discipline of computer-supported collaborative learning (CSCL), with an emphasis on collaboration as *intersubjective meaning-making* (Suthers, 2006).
- ★ I introduce social annotation (SA) as a genre of learning technology that exemplifies an open approach to intersubjective meaning-making.
- ★ I present a case study of educator SA in the Marginal Syllabus project.
- ★ Through analysis of interview and SA data, I demonstrate how SA enables open collaboration via three coordinated epistemic practices.

Affordances, Challenges, and Impact of Open Pedagogy: Examining Students' Voices

Evrin Baran and Dana AlZoubi

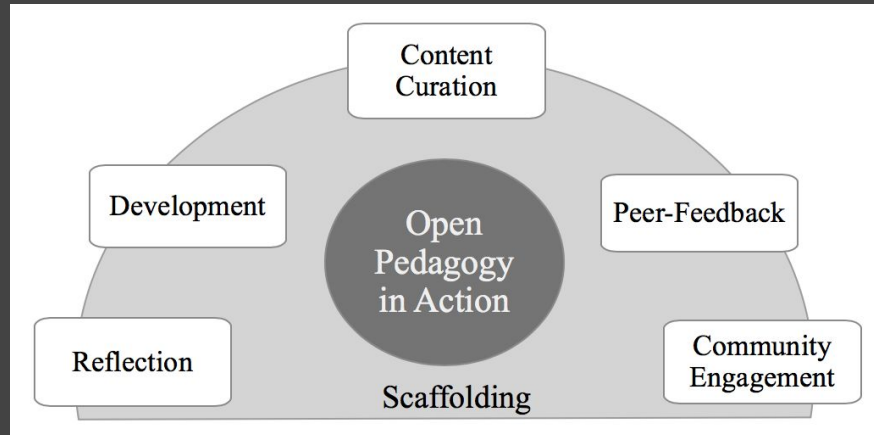
Iowa State University , email: ebaran@iastate.edu dalzoubi@iastate.edu

Twitter: [@evrimb](https://twitter.com/evrimb) , [@dalzoubi1](https://twitter.com/dalzoubi1)

★ *“Engaging students in open pedagogy requires a deep and critical understanding of OEP processes and outcomes in different learning contexts.”*

Affordances, Challenges, and Impact of Open Pedagogy: Examining Students' Voices

- ★ Successful implementation of OEP is not guaranteed without integrating a robust pedagogy that includes diverse learner groups.
- ★ The present research addresses the need to develop and conceptualize open pedagogy models in higher education contexts.
- ★ Open Pedagogy in Action Model:



Affordances, Challenges, and Impact of Open Pedagogy: Examining Students' Voices

- ★ Impact of open pedagogy practices
 - Understanding of open licenses, and an awareness of ethical issues and socioeconomic impact.
 - Higher sense of agency
- ★ Analyzing how OEP contributes to the openness, equal access, and affordability of resources.
- ★ There is a critical need for supporting and sustaining dialogue among instructors and practitioners in higher education to academically engage students in OEP within an **inclusive** and **collaborative** learning environment.

Inclusive open education: presumptions, principles, and practices

Ben Croft and Monica Brown

Boise State University, @benjaminhcroft @EssentiallyEmBe

- ★ *“The dearth of critical scholarship on open educational practices (OEP) means questions of diversity, equity, and inclusion often go unaddressed or are dismissed outright.”*

Articles in the Special Issue

Webinar: <https://youtu.be/32O9eTRfRW4>

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